

Analysis of the Factors Influencing the Professional Setting in Higher Vocational Colleges

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Abstract: Vocational education, as a type of education with equal importance to general education, occupies an important position in social and economic development and educational reform, and is related to the construction of a skilled society. As a link or bridge to adjust the relationship between school education and social needs, professional settings are related to the macro structural quality and micro teaching quality of vocational education. Our talent cultivation sets a logical starting point for higher vocational majors, organically integrating the dual attributes of higher vocational education, Place the four dimensions or elements of "industrial demand as the foundation, disciplinary foundation as the support, educational positioning as the goal, and educational and teaching resources as the foundation" in the quality symbiotic logical pattern of "social adaptability of talent cultivation - market logic, knowledge foundation of talent cultivation - disciplinary logic, authenticity of talent cultivation education - human development logic, and regulation of talent cultivation education - management logic", and shape the model of professional setting relationship, In order to provide theoretical support and practical basis for professional settings, effectively guide the professional settings of vocational colleges, avoid homogenization and low quality of professional settings, and bridge the structural shortage of talent supply.

Keywords: Vocational Colleges; Professional Settings; Influence Factor.

1. Introduction

Taking a comprehensive view of the historical trajectory and trends of the development of higher vocational education in China, some progress has been made. However, overall, the deep-seated structural contradiction between social demand and insufficient education supply has not been fundamentally resolved, especially the prominent issue of the quality of vocational professional settings lost in the process of higher education popularization. Due to the influence of historical tradition and cultural environment, there has been a long-term lack of in-depth theoretical and practical research on the establishment of vocational colleges, and there is a suspicion of inheriting or applying the relevant achievements of the establishment of majors in ordinary undergraduate universities. The usual practice of setting up vocational majors is to make certain improvements on the original framework, with little fundamental exploration of whether the original or improved majors are truly reasonable and why they are arranged in this way. It has not formed a universal and regular empirical paradigm that can be promoted and referenced. Therefore, vocational education, as half of China's higher education field, is in a stage of leapfrog development. Under the conditions of a market economy, the rules and operating methods of professional settings are not yet sound and standardized. Comprehensive and systematic research on vocational professional settings is of great significance for the education and development of vocational colleges, and it is also the best point to explore the laws of vocational education and solve vocational education problems, Analysis needs to be conducted from two perspectives: the development laws of higher education itself and the needs of social-economic development.

2. Analysis of Driving Factors Set up in Higher Vocational Majors

As a close link between higher education teaching work and social needs, the establishment of majors is a key link in the proactive and flexible adaptation of school teaching work to social needs, occupying an important position in the quality and management of higher education. The quality of professional settings largely determines the quality and specifications of talent cultivation, relates to the optimal allocation of educational and teaching resources, affects the suitability of professional talent structure and industrial economic structure, and is of great significance for improving the macro structure quality and micro teaching quality of higher education [1]. The establishment of majors in universities is a comprehensive project that requires both macro guidance from higher education administrative departments and practical considerations from universities themselves. It involves multiple stakeholders from employers, students, parents, and various sectors of society. It is a global, interconnected, and systematic project. Given the particularity of higher vocational education, the establishment of majors in higher vocational education is regarded as a central element of a diversified structure, making relationships the logical leader of grasping entity construction becomes the fundamental way to respond to the quality demands of professional settings and improve the quality of talent cultivation.

2.1. Law of External Relationships of Higher Education: Social Needs

The essential traceability, the laws of social external relations of higher education stipulate the social attributes and operating laws set up in higher vocational professional settings. The existence of higher vocational education, the

inner structure of excellent vocational education. Especially after higher education enters the stage of popularization, the external changes of higher education are becoming more and more prominent. The influence of society on college management and school running models has increased. For the changing social needs and development trend, how to deal with professional settings in professional settings is both a deep theoretical issue and a serious realistic issue. Driven influence on the professional setting of higher vocational majors. Social needs are both an objective basis for professional settings and the basis of professional survival and development. Towards the social center are one of the trends of professional setting.

Social needs are the direction standards set by professional settings, which determine the professional talent training goals and specifications, and more reflect the social adaptability of talent training. It is the effective expression of the interests of diversified social subjects such as students, employers, and industry enterprises. Therefore, the development of higher vocational schools must be guided by social needs, actively and proactively adapt to social development needs. And possibility. Therefore, higher vocational schools should adapt to the mission and responsibilities given and assumed by the development of economic and social transformation today. The level, type, and structure of talent training further optimize the needs of economic and social development. The appropriate requirements of the structure must also become the influence of the trend of the whole social professional standards[2], strengthen the corresponding and interactive relationship between the scientific knowledge system and the development of social occupations, industry and industrial development, and ensure that talent professional directions, intellectual structure, and economic and social development trends Compliance, improve the quality of professional settings, and ensure the application of professional talents.

2.2. Law of the Internal Relationship of Higher Education: Education Needs

The theory of internal and external relationship laws in higher education reflects the mutual influence and constraint between higher education organizations and their social environment. It requires us to follow the development laws of education and teaching, combine with the needs of socio-economic development, optimize professional settings, better meet the training of talents required for socio-economic development, and fully play the role of universities [3]. As a close link between the actual teaching work of higher vocational education and social needs, professional settings naturally possess the dual regulatory attributes of higher vocational education, namely the laws of social needs and talent cultivation, which are widely recognized by the academic community. The two should be consistent overall, but the reality shows that there is a contradiction between social needs and talent cultivation and growth, with a one-sided emphasis on the influence of the talent market, Neglecting the development laws of vocational education teaching itself has led to many college graduates being unable to meet the needs of society in terms of knowledge and skill quality, which to some extent exacerbates the contradiction between the widespread knowledge required by society and the professionalism of schools in cultivating talents, amplifies the lag in the quality of talent cultivation in universities, and shortens the value of vocational education.

With the transformation and upgrading of socio-economic and industrial development, social development and changes have put forward more requirements for universities. Most of these requirements are reflected in the professional settings of higher education institutions. However, universities cannot meet all the requirements put forward by society. Universities have their own educational logic and rules, and how to maintain the appropriateness of social needs and the school's own educational logic in the issue of professional settings is also a problem faced by higher education institutions, only based on the internal development laws of education and teaching can we better cultivate talents that meet the needs of society. Therefore, as a micro reflection of the structure of higher vocational education, the setting of majors is largely related to the connotation, characteristics, and talent cultivation quality of higher vocational education. The particularity of the type of vocational talent cultivation should make it pay more attention to the school's own educational laws, fully consider the talent cultivation ability of universities, make reasonable and full use of internal resources in education and teaching [4], truly reflect the quality and rich content of vocational professional settings under the modern university landscape during the era of connotation development, comprehensively meet the social and professional standards of professional talents in terms of knowledge, skills, and quality, thereby enhancing the structure, level, and type of professional talents The sociality of energy levels.

Therefore, tracing back to the source, it can be seen that vocational education, as a unique type of higher education, has both the historical responsibility entrusted by external social needs and the dual essential attributes and value mission of maintaining its internal structure and relationship stability. It is in a "field" where various relationships are concentrated and intertwined, and cannot be too "soft", overly accommodating society while ignoring its internal stable structure and relationships, nor can it be too "hard", Adhering to oneself without maintaining external social relationships requires moderate tension and resilience [5]. As a link and bridge in the field of higher vocational education, professional setting is a concrete manifestation of the relationship between the market and education in terms of "reliance" and "service"[6]. Optimizing the survival status of professional setting is essentially adjusting the process of the relationship between schools and society, coupling the dual attributes of education and society. Therefore, before delving into the key influencing factors of vocational college major setting or tracing the internal logical elements behind the major setting, it is necessary to clarify the origin and essence of these specific elements, provide solid academic support, and build internal logical relationships.

3. Analysis of Multiple Factors in the Setting of Higher Vocational Majors

As a key link in regulating the interaction between internal and external relationships between school education and social needs or a central element in balancing multiple structures, the setting of vocational majors is a systematic, complex, and highly practical project. It is influenced by many internal and external factors of education, including the external operating environment of professional settings such as industrial structure, and the internal components of professional settings such as curriculum system The organic

influence of internal factors such as professional education and teaching resources, and educational traditions. In other words, placing the setting of majors at the center of multidimensional structural relationships, starting from the perspective of internal and external relationship thinking, historical retrospection and reality consideration, we use research methods such as literature analysis, comparative analysis, and historical analysis to know that there are many factors and focuses that affect the setting of majors in different historical periods, and the factors that affect the setting of majors are not fixed in different regions, schools, majors, and periods. There are significant functional differences in the roles of each element, but overall, they can be divided into two categories: external factors and internal factors. Both internal and external factors jointly affect the quality of vocational professional settings.

3.1. Main External Factors

The level of regional economic and social development, industrial structure transformation and upgrading, and scientific and technological progress are the fundamental basis for influencing the professional setting of vocational colleges [7]. They largely regulate the direction of professional setting and adjustment, determine the professional layout structure, and talent demand system. The establishment of majors in vocational colleges should first consider the overall level of regional economic and social development and the total demand for talents. Based on stable or forward-looking needs of the market, enterprises, and industries, it should deeply connect with the needs of regional industrial structure transformation and upgrading, especially the changes in scientific and technological structure, accelerating the depth and breadth of industrial transformation and upgrading, as well as the penetration of technological elements. Strengthening the quality of the demand for professional talents in the industry and the targeted demand for professional talents by enterprises, to a large extent, requires vocational colleges to flexibly regulate the quality structure elements such as the quantity, scale, and cycle of professional talent supply based on reality, ensuring the suitability of professional talent supply and industry demand.

The source of students is one of the important factors affecting the professional setting of vocational colleges, which has a certain impact on the setting and adjustment of vocational majors. In a sense, a major is also a physical organization. Only with a certain number and quality of students can the corresponding teaching, internship, and even employment of a major proceed smoothly, and the development, adjustment, or transformation of a major have the possibility and value significance. However, to a certain extent, the influence of student factors on the setting and adjustment of majors is often indirect and temporary. With social progress and changes in traditional public beliefs, major selection is more focused on professional characteristics and core competitiveness. While properly considering the influence of student factors, it is guided by the demand of the talent market, based on long-term talent needs, and optimizing the professional pattern.

The employment situation of various majors in recent years has greatly influenced the establishment and adjustment of vocational colleges. On the one hand, the current employment situation not only sensitively reflects the market demand for majors, with broad employment prospects, but also reflects

the popularity of schools and majors to a certain extent. Majors with high primary employment and matching rates in recent years indicate a relatively high demand for this major in the regional economy, high quality of professional talent cultivation, and strong potential demand.

Policy orientation is also an important external factor affecting the establishment and adjustment of majors in vocational colleges. Higher vocational colleges should always pay attention to the national and regional economic development strategic planning and industrial structure adjustment trend, comprehensively control the regional Economic restructuring, higher vocational development goals and investment policies and other macro trends, implement the requirements of higher vocational education related policies, regulations and documents, follow the characteristics and operating rules of higher vocational education, scientifically and reasonably set and adjust majors, Ensure the educational guidance and industrial development integration of vocational education major setting and adjustment, and promote the construction of modern vocational education system.

The situation of inter school competition is also an external factor that cannot be ignored in the professional setting of vocational colleges. The school's educational conditions should take into account the comparative status and advantages of similar or even other vocational colleges in the region, to avoid blind arrogance and arbitrary dispersion, which can lead to the homogenization of professional settings, an excess of talent cultivation of the same type in the region, an insufficient supply of urgently needed or characteristic professional talents, and a waste of limited resources. Intensify the expansion of talent structural contradictions.

In summary, external factors mainly include the demand of the economy for talents, the source of students, employment, policy orientation and other object needs. The situation of enrollment and employment is also the market projection of the demand for economic and social development, which is mainly reflected in the degree of fit between the specialty setting of regional higher vocational colleges and industrial transformation and upgrading, as well as the New Normal of social development. It can be said that specialty setting is the "axis" between schools, students and employers. From the perspective of the unique identity, status, and functional role of vocational education, it can be mainly attributed to the adjustment of industrial structure and changes in market demand. This is the most basic and direct external influencing factor, and it is also recognized by society as one of the most fundamental external factors affecting the establishment of vocational majors. Vocational education is a type of education that cultivates technical and applied talents according to social needs. Its major setting should first face market changes and demands, and present dynamic, changing, and timely characteristics, actively adapting to and leading regional economic development. In other words, the demand for regional economic development directly affects the development speed and scale of higher vocational education. Vocational colleges should take the needs of local economic construction as the external driving force for the establishment and development of majors [8], and revitalize the internal driving force of the professional structure.

3.2. Main Internal Factors

Internal factors can be said to be factors of cultivation conditions, and to a certain extent, they are the main or

fundamental factors that play a more important role in the setting and adjustment of vocational colleges, second only to the employment environment. Through internal factors, the quality of talent cultivation plays a role. In other words, the degree to which higher vocational education meets the needs of industry enterprises, students, and parents is not only reflected in the professional orientation, which is the current employment situation, but also in the work ability and level of vocational positions, which is the employment ability or potential. Only with sufficient and profound internal resources as support can the quality of talent cultivation be fundamentally improved.

The teaching staff is an important component of educational and teaching resources in vocational colleges, and is an important internal factor that needs to be considered in professional settings. Professional settings in vocational colleges cannot be separated from basic considerations of the teaching staff, including teacher education structure, professional title structure, age structure, proportion of full-time and part-time teachers, professional background and professional development, and other teacher resource conditions. In other words, the teaching staff is more focused on the organization and operation of professions, that is, the cultivation of professional talents. Each profession requires the support of relevant subject knowledge and practical skill training, which needs to be matched with the relevant teachers in order to meet the basic theoretical knowledge and technical skills of the profession that professional talents need. On the contrary, it is only to cater to market needs, blindly and arbitrarily setting majors without teacher support. On the contrary, it will make the original major overstretched, making it difficult for the existing major to move forward, causing waste of resources and improper management, and increasing the cost of running a school.

In a sense, a major is a form of curriculum organization. The realization of professional talent cultivation goals requires the construction and implementation of relevant curriculum systems. Good construction of cultural basic courses, professional basic courses, professional core courses, and expansion courses is an important guarantee for the establishment of majors. Behind each major, relevant subject knowledge curriculum systems are needed as logical support. Only then can we meet the needs of the physical organization or unit construction of the profession.

Professional settings also need to fully consider the construction of training bases, which can generally be divided into on campus training bases and off campus training bases. From the perspective of the characteristics, positioning, and types of vocational education students, practical training bases play an indispensable role in integrating theory with practice and forming professional skills for vocational students. At the same time, the investment in major setting funds and equipment allocation are important material foundations to ensure the normal operation of professional teaching and research. Vocational colleges should scientifically and reasonably set majors based on objective and practical geographical knowledge, and remember to blindly head up.

The most critical internal factors are the geographical situation, educational objectives, and advantages of vocational colleges. When setting up majors, full consideration should be given, which is also a common lack of basic understanding in vocational colleges. The regional and regional situation largely determines the service

orientation, professional layout, and professional positioning of vocational colleges. The positioning of educational goals includes a series of positioning elements such as educational philosophy, educational types, educational characteristics, and talent cultivation goals. To some extent, it is the key to adjusting the school's own logic and social needs. The advantages of education concentrate the history, inheritance, and forefront of vocational colleges, and not only regulate the construction of existing majors, It also affects the long-term development of the profession.

In summary, internal factors mainly refer to the education and teaching resources of vocational colleges themselves. Necessary education and teaching resources are the prerequisite for professional settings, and the full utilization of education and teaching resources also largely depends on whether the professional settings are scientific and reasonable. The two are mutually constrained, influenced, and work together. Generally speaking, the internal factors that affect the professional setting of vocational colleges mainly include factors such as teacher team, course construction, training bases, funding investment, facility allocation, and educational traditions. Professional setting must have a good internal education and teaching foundation as support to cultivate talents that meet social needs. If existing internal factors cannot effectively meet the needs of a certain professional setting, Reasonable choices should be made or conditions should be created to meet professional development, avoiding seeking perfection and greed.

From the perspective of multiple internal and external factors, the setting and adjustment of vocational colleges' majors are influenced and constrained by many factors. The setting of majors is related to the survival and characteristic construction of vocational colleges, and is a wide-ranging, systematic, and complex educational and teaching micro governance activity. There are many related elements, but in the process of setting and adjusting vocational colleges, various influencing factors are interrelated, interdependent, and constrained, and should be prioritized and prioritized, the impact of each element on the setting of majors will vary from time to time, place to place, and school to school, with significant functional differences. Often, they are in a dynamic process of change and jointly affect the setting and adjustment of majors, rather than using simple static methods. Instead, each element should have its own dynamic focus, analyze and evaluate different factors, and make scientific and reasonable decisions based on specific situations such as different regions, periods, and conditions, ensure that the professional settings of vocational colleges meet the needs of regional economic and social development, meet the characteristics of vocational education and the laws of talent cultivation and development, and improve the quality of professional settings.

4. Analysis of Key Factors in the Setting of Higher Vocational Majors

From the perspective of internal and external relationship thinking, placing the setting of vocational colleges at the center of multidimensional structural relationships shows that the number, characteristics, and focus of factors that affect the setting of vocational colleges at different historical development stages have shown different trends. However, fundamentally, they can be classified into two categories: internal and external factors. As higher vocational education

enters the stage of qualitative development, the quality of major settings plays a primary role in the quality and management of higher education. It is related to the allocation and optimization of educational and teaching resources, affects the adaptability of talent structure and industrial economic structure, and is of great significance for improving the macro structure quality and micro teaching quality of higher vocational education. How to optimize the major structure and improve the major settings, The contradiction and conflict between adjusting to social needs and the logic of school operation is a profound theme that vocational colleges must face directly. However, currently, the setting of vocational majors is more inclined towards social needs, and to some extent, it ignores the development laws of vocational education itself. Tracing back to the source and logical reflection, it can be seen that the establishment of vocational colleges should follow the highly unified laws of social demand and talent cultivation, and the two should be consistent overall in order to deeply solve structural contradictions.

Therefore, by linking the past with the future, and through the cross and evidence of literature analysis, comparative analysis, historical analysis and other methods, the multiple factors that affect the professional setting of higher vocational education are clearly identified [9]. By using a series of research methods such as factor analysis, interview, expert Delphi method, relying on the experience of professional structure adjustment and practical reform in their colleges, combined with the background of modern vocational education and the reality of professional setting of higher vocational education, From a deeper perspective, the multiple factors that affect the setting of vocational colleges can be summarized as four key influencing factors: "industrial demand, educational positioning, subject foundation, and educational and teaching resources". These four dimensions or dimensions essentially expand the dual attributes of vocational colleges and elevate the connotation of multiple influencing factors, It is a profound reflection on the quality issue of vocational professional settings, which reflects the contradiction between social needs and talent cultivation and growth in the current reality. For the sake of logical evidence, it is also necessary to reiterate the positioning and understanding of the basic connotation of professional settings. Why? From the process of summarizing and summarizing the multiple factors that affect the setting of vocational colleges, it is found that relevant scholars, practitioners, and others mainly elaborate on the influencing factors from the perspective of professional setting as an action behavior, and then propose countermeasures or suggestions that are only plain and simple experience descriptions. They focus more on the objective and explicit resource conditions that affect professional setting, rather than treating professional setting as a major category or concept, focusing on the existing state of professional setting, that is, how to grasp the connotation of factors that affect professional setting, enrich the quality standards of professional setting, optimize the professional structure, and fundamentally solve the structural contradictions in vocational talent cultivation.

4.1. Industrial Demand

Vocational education is a type of education that is most closely related to regional economic and social development. Its unique identity and status strengthen the external social

environment, regulate the essential attributes and operational rules of vocational majors, and deeply connect with regional industries as a symbol of the formation and distinctive development of regional vocational education, The connection between vocational education and industry often translates into the matching and adjustment between the regional industrial structure and the professional structure of vocational colleges. Therefore, industrial demand to some extent regulates the existence of external social relationships in the establishment of vocational colleges, which is the objective basis for the establishment of majors and also determines the survival and development of majors. The rapid development of the economy and society, as well as the transformation and upgrading of industrial structure, have constantly updated requirements for the development of vocational education, which are largely reflected in the quality of professional settings, reflected in the demand of the labor market and the market for professional abilities, thereby determining the direction, goals, and specifications of professional talent cultivation, with significant regional symbiosis and career orientation. In short, the direction of talent cultivation in vocational colleges must adapt to the needs of social and economic development, and serve society [10]. On the one hand, it is necessary to adjust the professional structure reasonably based on the needs of socio-economic and industrial transformation and upgrading development. On the other hand, it is necessary to cultivate different levels of professional talents according to the needs of different levels of professional talents proposed by socio-economic development, so that the structure, type, and level of professional talents are more in line with the needs of socio-economic development.

4.2. Disciplinary Bases

The characteristics of higher vocational education are embodied in the combination of professionalism and discipline. It is an endemism phenomenon for colleges and universities to focus on professional post groups and give consideration to the classification of disciplines. Disciplines and specialties coexist. There are close logical links between the two, interdependence and mutual development, and professional education and teaching activities follow the logical order of discipline specialty talent training. But a major is not a specific level of discipline, but rather at the intersection of the disciplinary system and the needs of social professions [11]. It must be guided by social needs. From the perspective of the relationship between disciplines and majors, disciplines are the "source" and majors are the "flow". The development potential of graduates largely depends on the effectiveness of disciplinary construction, and the degree of knowledge conversion (i.e., knowledge conversion rate) of graduates in their job positions is largely determined by the effectiveness of professional construction [12]. Discipline is the support of a profession, and the content and development direction of a profession should be adapted to the formation, development, and changes of the discipline. It should be closely linked to the developing and changing disciplines in time and space. Otherwise, discussing the setting of majors and the quality of talent cultivation without the discipline foundation carries certain risks, which is equivalent to seeking fish from a tree. Generally speaking, the "junction" often adjacent to the network like structure of disciplines is usually the "growth point" of new majors. The comprehensive intersection between disciplines often leads to the formation

of new majors in new ways of synthesis and combination. At the same time, the forefront of disciplinary development and the level of economic and technological progress in the context of the knowledge economy era often become the direction and substantive content of transforming old majors. The adjustment or transformation of majors requires rapid analysis and organization of domestic and foreign scientific and technological development trends and disciplinary development trends into new professional content, ensuring that they not only respect the logic of disciplinary knowledge, but also do not lose the market logic of social preparation.

4.3. Orientation

The establishment of vocational colleges' majors is a systematic project with a global and interconnected nature. It is not only an important component of the macro structural quality of vocational colleges, but also directly related to the micro teaching quality of universities. It is inevitably within the logical framework of diversified power management, and is a contact point for the harmonious demands of multiple interest subjects. It is also the key for vocational colleges to adapt to economic and social development, to achieve mutual restraint and balance in the conflicts and contradictions among multiple stakeholders. As the specific implementers of professional settings, universities, on the one hand, due to their inherent inertia, lag behind the needs of society in terms of professional settings, and society's demand for universities exceeds their ability to respond. But to a large extent, any school must also have a clear educational positioning, and the professional setting should be closely organized around the school's educational positioning. Only in this way can it develop characteristic and brand majors, achieve core professional competitiveness, and win market initiative. Schools should accurately position themselves based on regional economic development, talent demand, and the actual situation of similar universities, establish their educational and professional advantages and characteristics, clarify their development ideas, inherit their educational traditions, propose a professional structure framework that is in line with regional economic development, avoid the randomness and convergence of professional settings, and enhance their own attractiveness. Therefore, the positioning of running a school is essentially a bridge that communicates and reflects the standards required by society for talents and the professional standards for cultivating talents in schools. To some extent, it coordinates the contradiction between the widespread knowledge required by society for talents and the professional standards for cultivating talents in schools. As British educator Ashby once said, "Any type of university is a product of genetics and the environment." From the perspective of the school's development strategy, integrating the factors of economic and social development needs, especially the changes in industrial structure brought about by industrial transformation and upgrading, into the school's disciplinary structure, hierarchical structure, and other educational positioning is the scientific way to adjust and interact with internal and external relationships.

4.4. Educational and Teaching Resources

As a type of higher education with the goal of cultivating frontline technical applied professionals in production, construction, service, and management, vocational education also follows the logical sequence of subject major talent cultivation to carry out professional education and teaching

activities, aiming to cultivate various levels and types of talents for society and meet the demand for talents of different levels, types, and levels. Therefore, excellent educational and teaching resources can better cultivate professional talents that meet social needs, otherwise it will further exacerbate the lag of talent cultivation in universities behind social needs. This lag will not only affect the quality of discipline and professional talent cultivation in universities, but also affect the supply of social talents. At present, social professional standards or social centered concepts have become one of the important factors that affect the setting of majors in universities [13]. Many vocational colleges often ignore their own school education and teaching resource base, ignore the school's talent cultivation ability, blindly and arbitrarily set majors, avoid the discipline foundation, teacher team, curriculum system, training bases and other educational and teaching resources for professional talent cultivation, and cause the development of existing professional connotations to be stretched. The current professional construction is sluggish, lacking a solid foundation and atmosphere, making it difficult for students to obtain high-quality education. The establishment of vocational education majors must attach importance to the key element of building upon existing educational and teaching resources, follow the development laws of vocational education and teaching itself, focus on talent cultivation core, integrate multiple resources, scientifically grasp the connotation of professional settings, target different types and functional structures of professional talents, highly emphasize the applicability and pertinence of professional education teaching and management for student development, and deeply reflect the scientific knowledge system and social professions. The corresponding and interactive relationship between industries and industrial development ensures the suitability of talent's professional direction and knowledge structure with economic and social development, and fundamentally improves the quality of professional talent cultivation.

5. Conclusion

In summary, looking at the development history of vocational education in the past 20 years, there are many factors that affect the setting of majors, and they will not remain unchanged. There are significant functional differences in the roles of each factor in different regions, schools, majors, and periods. However, there are no more than two categories of internal and external factors. Based on preliminary practical research, we conducted preliminary selection. The logical deduction of the four key or main factors that affect the setting of vocational majors through methods such as formulation and verification, in order to form a representative, universal, and regular factor model, is of great significance for enriching the theoretical and practical research of vocational major setting. At the same time, the four key factors are not a new stove or rootless tree, but a deep expansion, organic integration, and logical balance of the dual essential attributes of "educational" and "social" in vocational education. They are the fundamental elements and solutions to adjust the contradiction and conflict between social needs and the logic of school operation.

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